

MRS. SPIELMANN'S 2ND GRADE			
Lesson Plans for Week of Nov. 10-14, 2014			
	DOL, Flag, Attendance	Specials	Guided Reading
	8:30-8:45	8:45-9:45	10:00-11:30
	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.	Guided Reading & Conferencing
M	Attendance, Daily Oral Lang.	9:20-9:50 - Art	oral & silent reading: <b>The Hamster</b>
O	Spelling: <a href="#">sc/i/dge/ed, ing, dble endings</a>		<b>Escape; The Rabbit Suite Rescue</b>
N	Challenge words in dict. Sentence		Students will review information
D	Phonics Charts-# 25-26 titled:		on KWL; finish a story map;
A	Did You Ever Think; Aliona Says		Genre study & Guided Rdg. Group
Y	Flash Card Drill of Sight Words		<b>Daily 5: Read to Self, Read to</b>
	Daily Oral Language		<b>Someone, Listen to Reading, Word</b>
	Character Education Word:		<b>Works, Work on Writing</b>
	Citizenship		<b>CAFE components 2RL 3.1</b>
	8:30-8:45	8:45-9:45	10:00-11:30
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Guided Reading & Conferencing
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library	oral & Silent Rdg: <b>Dinosaur Drawing</b>
E	Spelling: <a href="#">sc/i/g/dge/ed/ing/dble endings</a>		<b>Delivery; Just Like Olivia 2RL.3.2</b>
S	Challenge words in dict. Sentence		Story Plot, major and minor
D	Phonics Chart - #25-26 Titled:		characters; settings, sequence
A	Did You Ever Think; Aliona Says		events, predict author's message
Y	Flash Card Drill of Sight Words		<b>Daily 5: Read to Self, Read to</b>
	Character Education word:		<b>Someone, Listen to Reading, Word</b>
	Citizenship		<b>Works, Work on Writing; CAFE Comp.</b>
W	8:30-8:45	8:45-9:45	10:00-11:30
E	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.	Guided Reading & Oral Rdg.
D	Attendance, Daily Oral Lang.	9:20-9:50 - Art	<b>The Golden Goose W.2.8</b>
N	Spelling: <a href="#">sc/i/g/dge/ed/ing/dble endings</a>		Events, predict author's message
E	Challenge words in dict. Sentence		the narrative & intended audience
S	Phonics Chart - # 25-26 titled:		Describe how setting is
D	Did You Ever Think; Aliona Says		conveyed & similarities. <b>Daily 5: Read</b>
A	Flash Card Drill of Sight Words		<b>to Self; Read to Someone, Listen</b>
Y	Character Education word:		<b>to Reading, Word Works, Work on</b>
	Citizenship		<b>Writing; CAFE Components</b>
	8:30-8:45	8:40-9:45	10:00-11:30
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Oral & Silent Reading:
H	Attendance, Daily Oral Lang.	9:20-9:50- Library/Counseling	<b>The Day in a Life of a Fish</b>
U	Spelling: <a href="#">s/c/g/dge/ed/ing/dble endings</a>		Write about how to compare
R	Challenge words in dict. Sentence		this story to another story. Discuss
S	Phonics Chart # 25-26 Titled:		the author's message of the story.
D	Did You Ever Think; Aliona Says		<b>Daily 5: Read to Self, Read to</b>
A	Flash Card Drill of Sight Words		<b>Someone, Listen to Reading, Word</b>
Y	Character Education word:		<b>Works, Work on Writing</b>
	Citizenship		<b>CAFE components</b>
	8:30-8:45	8:40-9:45	10:00-11:30
	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.	Oral & Silent Reading of:
F	Attendance, Daily Oral Lang.	9:20-9:20 - Art	<b>Forget It!</b>
R	Spelling: <a href="#">sc/i/dge/ed, ing, dble endings</a>		Discuss author's message. Word
I	Challenge words in dict. Sentence		wall activities; speaking in
D	Phonics Chart -#25-26 Titled:		complete, coherent sentences.
A	Did You Ever Think; Aliona Says		<b>Daily 5: Read to Self, Read to</b>
Y	Flash Card Drill of Sight Words		<b>Someone, Listen to Reading, Word</b>
	Character Education word:		<b>Works, Work on Writing</b>
	Citizenship		<b>CAFE components</b>
<b>CURRICULUM OBJECTIVES:</b>			
<b>Math Objective:</b> Students will learn how to solve problems in groups, subtraction, and number combinations.			
<b>Shared Reading Objective:</b> : Use appropriate listening skills, as well as identify complex and irregularly			
<b>Spelling Objectives -</b> s/c/dge/ed/ing/dble endings <b>RI.2.2</b>			
<b>Oral Language Objective:</b> Practice Speaking and listening skills. <b>RL.2.5</b>			
<b>Science Objective:</b> Students will understand how animals live in the Woodland Forest			
<b>SuccessMaker Objective:</b> Use targeted practice and interventions on the computer in reading and math for each student			

	<b>Guided Reading Objective:</b> Find author's message in a story; describe how setting is conveyed; review KWL chart	
	<b>Explicit Oral Language Objective:</b> Oral reading and discussion using poetry books and News Books	
	<b>Weekly Reader Objective:</b> students	animals that are nocturnal
	<b>Social Studies - Students will learn at</b>	about how to read a map and find locations on a map.
		<b>STATE STANDARDS:</b>
	<b>Reading Standards: Indicator 1-</b>	Students can recognize & analyze words; Indicator 2: Students can comprehend
	<b>Writing Standards: Indicator 1:</b>	Students can apply the writing process to compose text.
	<b>Listening and Viewing Standards: Indicator 1:</b>	Students are able to use various listening & viewing strategies in social studies
	<b>Math Standards: Indicator 1:</b>	Use procedures to transform algebraic expressions.
	<b>Science Standards: Indicator 1:</b>	Understand the nature and origin of scientific knowledge.
	<b>Social Studies Standards: Indicator 1:</b>	Analyze U.S. historical eras to determine connections & cause/effect relationships
	<b>Technology Standards: Indicator 1:</b>	Students recognize & demonstrate skills in operating technological systems.
		<b>COMMON CORE STANDARDS:</b>
	<b>Language Arts:</b>	Ask who, what, where, when, why, and how questions for understanding; discuss
	<b>Mathematics:</b>	Extend understanding of base ten systems subtraction and number combinations
	<b>Reading</b>	Ask who, what, where, when, why, and how questions for understanding; discuss
	<b>Writing:</b>	Write Opinion pieces in which they introduce the topic or book they are writing
	<b>Speaking and Listening:</b>	Participate in collaborative conversations with diverse partners and 2nd grade
	<b>Language Arts:</b>	Participate in collaborative conversations with diverse partners
	<b>Math</b>	Make sense of problems and work on story problems and subtraction and number
	<b>Technology Standards:</b>	Select from several teacher-directed internet sites to locate information.
	<b>Social Studies Standards:</b>	Analyze U.S. Historical eras to determine connections and cause and effect relationships
	<b>Science Standards</b>	Make a timeline to indicate the life cycle of an insect. Use scientific thinking to

<b>Poetry/Ch.Ed.</b>	<b>Recess</b>	<b>Lunch</b>	<b>SSR Time/ Silent Reading</b>	<b>SuccessMaker</b>
11:30-11:35	11:35-11:50	12:05-12:35	12:35-12:55	12:55-1:15
Explicit Oral				Self-paced interactive
Language				courseware in
on various				content areas of reading
current				and math in the computer
topics .				lab. at each students' individual
Read Aloud				level.
Poems with				
Skill Building				
Lessons.				
<b>Poetry/Ch.Ed.</b>	<b>Recess</b>	<b>Lunch</b>	<b>SSR Time/ Silent Reading</b>	<b>SuccessMaker</b>
11:30-11:35	11:35-11:50	12:05-12:35	12:35-12:55	12:55-1:15
Character				Self-paced interactive
Education				courseware in
activities on				content areas of reading
using Respect				and math in the computer
and being respect.				lab at each students' individual
Read Aloud				level.
Poems				
<b>Poetry/Ch.Ed.</b>	<b>Recess</b>	<b>Lunch</b>	<b>SSR Time/ Silent Reading</b>	<b>SuccessMaker</b>
11:30-11:35	11:35-11:50	12:05-12:35	12:35-12:55	12:55-1:15
Explicit Oral				Self-paced interactive
Language				courseware in
on various				content areas of reading
current				and math in the computer
topics. Read				lab. at each students' individual
Aloud Poems				level.
With Skill				
Bldg. Lessons				
<b>Character Ed.</b>	<b>Recess</b>	<b>Lunch</b>	<b>SSR Time/ Silent Reading</b>	<b>SuccessMaker</b>
11:30-11:35	11:35-11:50	12:05-12:35	12:35-12:55	12:55-1:15
Students will be				Self-paced interactive
learning				courseware in
about ways				content areas of reading
to be respectful				and math in the computer
Read				lab. at each students' individual
Aloud Poems				level.
with Skill Bldg.				
<b>Character Ed.</b>	<b>Recess</b>	<b>Lunch</b>	<b>SSR Time/ Silent Reading</b>	<b>SuccessMaker</b>
11:00-11:15	11:35-11:50	12:05-12:35	12:35-12:55	12:55-1:15
Explicit Oral				Self-paced interactive
Language				courseware in
on various				content areas of reading
current				and math in the computer
Character Ed.				lab. at each students' individual
Read Aloud				level.
Poems with				
Skill Building				
<b>RL. 2.1</b>				
	<b>RL.2.2</b>			

[illegible]





<b>Science/S.Studies</b>
<b><u>Weekly Reader/JA</u></b>
3:00-3:25
Science-pg.A42-A50
Students will be
learning about how
about various kinds
of turkeys
<b><u>Weekly Reader-</u></b>
We will be learning about
country oligations
<b><u>Dismiss - 3:30</u></b>
<b><u>Social Studies - Pg 66-69</u></b>
3:00-3:25
Students will learn
about the functions
of a government.
Students will create
a word web about
government ideas.
<b><u>Dismiss - 3:30</u></b>
<b><u>Weekly Reader- 3:00-3:25</u></b>
Students will learn about
what animals are
awake after dark.
Use Promethean Board
for learning about
animal habitats and
interactive flip charts.
<b><u>Dismiss - 3:30</u></b>
<b><u>Weekly Reader - 3:00-3:25</u></b>
Students will make
posters in small groups
depicting all kinds
of life cycles.
We will find various
life cycles on the
Promethean Board
<b><u>Dismiss - 3:30</u></b>
<b><u>Weekly Reader-3:00-3:25</u></b>
Students will be learning
about the life cycle of
plants and various
animals. Students will work
in groups to work together.
The students will
then share their findings
to the class.
<b><u>Dismiss - 3:30</u></b>

